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GUIDE

TO THE

EDUCATIONAL EXHIBIT

OF

SWEDEN

WITH NOTES ON SOME POINTS

OF EDUCATIONAL ACTIVITY IN SWEDEN



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A PLAN OF THE EXHIBITION

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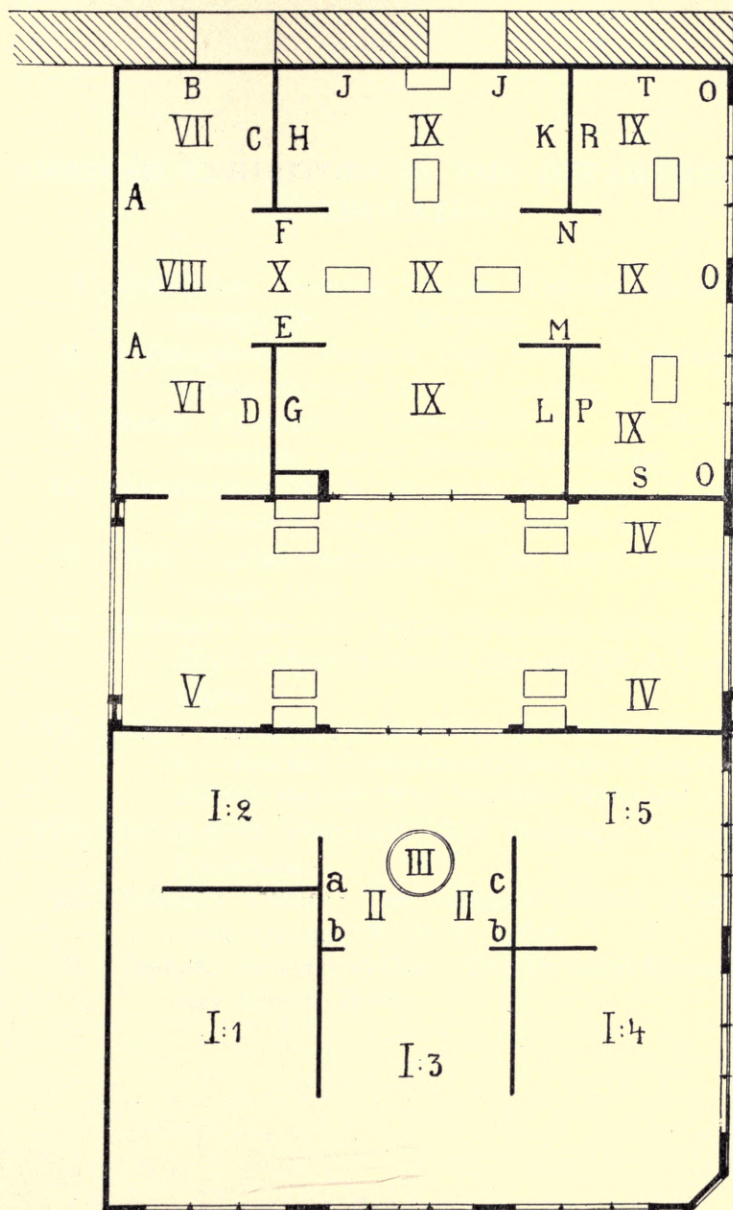
WITH NOTES ON SOME POINTS
OF EDUCATIONAL ACTIVITY IN SWEDEN



STOCKHOLM 1904
PRINTED BY WILHELMSSONS B.-A.

2065869

A PLAN OF THE EXHIBITION.



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SWEDISH EXHIBITORS IN THE DEPARTMENT OF EDUCATION.

- I. Folkskolor. Common Schools. Collective Exhibit through Dr. C. G. Bergman.
 - II. Folkhögskolor. People's High Schools. Collective Exhibit through Dr. J. N. Jonsson.
 - III. Kungl. Gymnastiska Centralinstitutet. The Royal Gymnastic Central Institute, Stockholm.
 - IV. Aktiebolaget P. A. Norstedt & Söner. P. A. Norstedt & Sons Co. Lim. Stockholm.
 - V. Nääs Slöjdlärareseminarium. The Sloyd Training College, Nääs.
 - VI. Allmänna läroverk. Public Secondary Schools for Boys. Collective Exhibit through Dr. A. Lindhagen.
 - VII. Högre flickskolor och samskolor. Secondary Schools for Girls and Coeducational Schools. Collective Exhibit through Miss Mathilda Widegren.
 - VIII. Pedagogiska biblioteket. The Pedagogic Library, Stockholm.
 - IX. Tekniska skolan. The Technical School, Stockholm, through Mr B. V. Adler.
 - X. Tekniska elementarskolan. The Technical Elementary School, Borås.
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GUIDE.

I. COMMON SCHOOLS.

Compulsory instruction at Common Schools was introduced in Sweden in 1842 and proclaimed by the first Common School Statute then published. According to its first paragraph, there must be at least one Common School in every parish in town as well as in the country, with at least one teacher, male or female, in ordinary.

The Common School is generally divided in two departments: the *Infant School* for beginners and the *Common School proper* for more advanced pupils. — For pupils who have passed through the Common School and entered some trade, a so-called *Continuation School* is arranged. Such as are not engaged in earning a livelihood, and wish to acquire higher knowledge than can be had at the Common School, may continue at the *Higher Division of the Common School*, or in the *Higher Common Schools*, a few of which exist in some places in the country. For abnormal, depraved, or neglected children there are special institutions.

All parents and guardians are bound to let their children have the advantage of receiving instruction. The school-age is counted from the child's 7th to its 14th year. The obligatory school period generally comprises six years, two of

which in the Infant School, and four in the Common School proper. Taking part in the continuation courses is optional.

The Infant School Teachers are almost exclusively women, the Common School Teachers are partly men and partly women. The men and women teachers have legally the same rights, and the same duties. The competency to obtain an appointment as teacher at the Common School is attained by passing an examination at some of the State Training Colleges for Common Schools. There are 8 for men teachers and 6 for women teachers. The course extends over four years.

In the country the salary for the Common School teacher is in general 700—1000 kronor, per anum, besides house-room, and wood for fuel; the period for instruction comprises 8 months. In the towns, where the period for instruction is generally longer, the salary varies from 1,000—2,600 kronor.

The obligatory subjects for instruction in the Common Schools are: Religion, the Swedish language, Arithmetic, Geometry, Geography, History, Natural Science, Song, Drawing, Gymnastics, and Gardening, when a suitable piece of ground has been allotted for the purpose.

Optional Subjects are: Sloyd and Domestic Economy. In the Higher department of the Common Schools Book-keeping, Hygiene, Politics, and in many places even a foreign language, English or German.

All instruction in the Common Schools is free. Every community is bound to erect and to maintain a necessary number of school houses. The Salaries of the Teachers, and School materials are obtained by the Communities from the State.

In 1902 there were 5223 Infant Schools and 7040 Common Schools, with a Staff of 11540 women teachers, and 5898 men teachers. The number of children of the School-age was 761814. Of these 94 % received instruction in the Infant and Common Schools, and 6 % in Secondary Schools, Special Schools, Private Schools, and in homes.

The total expense for Infant and Common Schools amounted to about 24 millions of kronor.

The objects here exhibited are chiefly from the *Stockholm Common Schools*.

1. CLASS-ROOM.

In the class-room we see the following exhibits.

Three forms of different sizes.

The cathedra and chair for the teacher.

The blackboard on the wall with the materials belonging to it.

Maps and pegs.

A cupboard containing models of materials for instruction in Natural Science: Animals partly stuffed, partly preserved in spirits, boxes with insects, herbariums, microscopical substances, products of the animal and vegetable kingdom as well as illustrating the manipulation of the raw material. Another similar cupboard with models of the material for Temperance instruction as well as in physics and chemistry: compounds showing the effects of alcohol on the organs of the body, comparisons between the nutritive qualities of milk, ale, rye meal etc.; telephone apparatus the microphone, electric motors, electric lamps, models of steam machines, different kinds of Swedish minerals as well as boxes with materials for simple chemical experiments.

A library the works of which are intended free of cost for circulation amongst the pupils of the school (p. 42).

Maps of the North and of Stockholm and its environs.

Plates for object lessons, Bible pictures, pictures of the Seasons, botanical plates, paintings, and graphic tables for Temperance instruction (p. 39).

A book-slide with readers and school-books. Specimens of Caligraphy. The Annual account of the Stockholm Common Schools as well as Photographs of the Common School

buildings, and drawings of the exterior and interior of the newer Common School houses. Pictures intended to serve as suitable decorations for school rooms (p. 30).

In the classroom *a globe of the celestial bodies* constructed by »Lektor» K. H. Sohlberg is exhibited. It serves to exemplify the apparent movement of the celestial bodies.

2. COOKERY SCHOOL.

The aim of the Cookery School is:

to impart to the girls an interest in, as well as a knowledge of how to manage a home with wisdom, economy, and order: and at the same time to afford them a change in their sedentary school work during the school time.

To attain this aim in view, the schoolgirls are allowed to perform all the various duties belonging to the kitchen, as cooking, laying the cloth, serving, washing up, scrubbing, sweeping and dusting, baking, laundry, etc.

In every cookery school instruction is given to half a class at the same time, or to about 18 girls from 12—14 years of age. The other half of the class is meanwhile instructed in the ordinary school subjects.

The time devoted to the work in the cookery school is one day a week, usually from 10 a. m. to 3 p. m. As a rule the girls take part in the ordinary school-work 1 or 2 hours a day, before they join the work in the cookery school.

The girls are separated in groups or households in the cookery school, usually 3 girls in each. Every household has its own kitchen range, its own kitchen table, and its own cupboard with pans, crockery, and kitchen utensils; and they cook the dinner for 6—10 children.

The instruction every day begins with a lesson concerning the menu, the quantity of materials with wholesale and retail prices, how it is to be dressed, its nutritious property with relation to the price etc.

Then follows immediately the practical part of the work which the teacher superintends to see that the instruction given is correctly put in practice (p. 24).

In the Cookery School the following objects are exhibited:

Model of a Cookery School, executed in $\frac{1}{8}$ scale after one intended for 6 groups, or households, in one of Stockholms newest Common School houses.

A kitchen-range with oven and water reservoir. Two such are usually placed together in a Cookery School.

A kitchen table for three girls. In the drawers there are knives, forks, spoons etc.

A black-board on which is written the bill of fare for the day, the ingredients to be used, and their price.

On both sides of the black-board, shelves hang with glass pots, containing specimens of food conserves, spices etc., etc.

A cupboard with crockery, and glass, pots and pans, kitchen utensils etc.

Baking trough, with all belonging to it, a stand for iron plates used in baking. Dressers, wash-stands, and towel-horses. Plates for object lessons, planned by *Sofi Nilsson*. The pictures represent: cutting up of an ox, a calf, sheep, and swine, parasites in meat, and pork, the chemical component parts of food.

3. DRAWING.

Fundamental principles.

Instruction in drawing should be chiefly based upon the immediate rendering of characteristic form from the child's surroundings both in nature and in daily life,

develop the ability of the child independently to observe, understand and reproduce an object, both as to form and to colour,

be placed in connection with the instruction in other subjects.

Drawing includes *freehand-drawing* and *geometrical drawing*.

Freehand-drawing is given, partly as *free*, and partly as *systematically arranged exercises*.

The free exercises are placed entirely in connection with the instruction in other subjects and are conducted by the class-teacher.

The more systematically arranged instruction is given in its first stages as class instruction by the class-teacher and in its later stages as individual instruction by special teachers.

Courses of instruction.

Standard I—III: Free drawing in conjunction with instruction in other subjects, from the object, or from chalk drawing upon the black board.

Standard IV: Profile-drawing from objects with rectilinear and with curvilinear contours.

Standard V: Profile-drawing from natural and industrial objects and of simple forms.

Standard VI: Profile- and perspective-drawing from objects of simple forms.

Standard VII—VIII: Profile- and perspective-drawing from objects of more complex forms; applied exercises. Geometrical drawing.

Free drawing continues in Standards IV—VIII comprising map-drawing, illustration of compositions, schematic drawings of animals and plantforms, physical apparatus, etc. etc.

Time: Standard IV: 1 hour per week.

»	V:	2 hours	»	»	for boys.
»		1	»	»	» for girls.
»	VI:	2	»	»	»
»	VII-VIII:	4	»	»	» for boys.
		2	»	»	» for girls.

In this section is exhibited:

Two show cases containing objects, which are used as models for instruction in freehand-drawing and in geometrical drawing.

Pupils' works, showing the progress of the free-hand drawing, as well as that of the more systematically arranged drawings. The name and age of the pupil who has executed the drawing is placed above it. An adjustable drawing board, with stool belonging to it.

An easel on which the drawings are placed in the classroom, during the lesson. Models and guides for instruction in drawing.

Photographs of rooms for drawing lessons.

4. SLOYD ROOM FOR BOYS.

Sloyd teaching side by side with the other school subjects, is intended as a means of education:

To awaken an interest in, and a respect for manual labour.

To accustom the pupil to habits of order, exactness, attention, and perseverance.

To develop in him dexterity, promptitude, judgment, and skill.

To train the eye to discern, and the hand to execute.

To develop a sense of form and taste.

To strengthen his physical powers.

* * *

Sloyd teaching embraces three kinds of sloyd:

Cardboard sloyd: principally intended for children 10—11 years' age.

Wood sloyd: principally intended for children 11—15 years' age.

Metal sloyd: principally intended for children 12—15 years' age.

The sloyd teaching is conducted by the teachers of the Common schools, the cardboard sloyd by the women teachers, the wood and metal sloyd by the men teachers.

The pupils work with the help of models and drawings.

Time: Cardboard sloyd 4—5 hours a week.

Wood and Metal sloyd 4—7 » » »

The exhibits in the Sloyd room are:

Three places for workers in card board sloyd, wood and metal sloyd with tools necessary for each pupil.

Cupboards with three departments, containing model specimens of the tools used in common for the whole group of workers, the middle division for wood sloyd, that to the right for metal sloyd, and to the left for cardboard sloyd.

Accompanying this, there is a set of models for wood sloyd, comprising 100 numbers, most of which are executed by the pupils. Above are placed the drawings intended as a guide in executing the work.

In the opposite corner of the room a show case with sets of models for metal sloyd, comprising 30 numbers (besides 2 extra numbers) all executed by pupils.

Above are seen sets of models in cardboard sloyd, comprising 100 numbers, the greater part of which are executed by pupils. As all these objects possess geometrically defined forms, their execution implies a suitable course in practical geometry, specially in practical construction.

All the works of the pupils are provided with labels giving the names of the pupils, their age and the time taken to execute the work.

Books containing drawings of models in wood and metal Sloyd.

5. SLOYD ROOM FOR GIRLS.

The instruction of women's sloyd is here demonstrated in accordance with the *Common School Method* worked out by Miss Hulda Lundin, Superintendant of Sloyd.

The aim of the instruction in girls' sloyd is:

To exercise hand and eye;

To quicken the power of thought;

To strengthen love of order;

To develop independence;

To inspire respect for carefully and intelligently executed work; and at the same time

To prepare girls for the execution of their domestic duties.

* * *

The instruction has two objects in view:

It shall be an educational medium;

It shall fit the girls for practical life.

* * *

Experience has proved that the desired results can be best reached by

Practical demonstration of the subject;

Progressive order with regard to the exercises, and Class instruction (p. 28).

Standard I: Plain knitting with 2 needles: a slate eraser and reins.

Plain knitting: a cosey for the teapot, a needlework bag and a pair of warm wristers.

Standard II: Plain knitting: a towel. — Practice in the different kinds of stitches: running, stitching, hemming, and overcasting a lampmat.

The application of the already named stitches: one small and one large needlework bag.

Standard III: A needlework case. A slate-eraser, a cosey for the teapot, a towel and a pair of socks.

An apron. Simple darning on canvas: a mat for a candlestick.

- Standard IV:* Plain and pure knitting: a pair of mittens.
An apron.
- Standard V:* Knitting: a pair of stockings. A playing ball.
Drawing the pattern, cutting out and making
a chemise.
- Standard VI:* Patching. Plain stocking-darning. Buttonholes.
Buttons made of thread. Sewing on
tapes, hooks and eyes.
Drawing the pattern, cutting out and making
a pair of drawers.
- Standard VII:* Fine darning and marking-drawing the
pattern for a dress. Cutting out articles
such as are required in standard II—IV.
Drawing the pattern, cutting out and making
a dress.
- Standard VIII:* Drawing the pattern, cutting out and making
a night-dress.
Drawing the pattern, cutting out and making
a dress.

The time given to girls' sloyd:

Standard I—II: 3 hours a week.

» III—IV: 4 » » »

» V—VII: 5 » » »

» VIII: 4 » » »

The exhibits in the Sloyd room for girls are:

Two cupboards, containing partly a complete set of models, executed by the pupils, and arranged according to the course of instruction, partly specimens of the material used during the instruction.

Work tables, with sewing cushions, fastened to a flap. In drawing patterns the flap is let down, so that the surface of the table may be even. Chairs.

Two frames for demonstrating needlework and darning.

Blackboards on which, after taking measure, the pupils draw patterns.

In the Sloyd room similar black-boards are placed round the whole room.

Model plates, and plates showing a correct, and incorrect position of the body, when at work.

Photographs of Sloydrooms for girls. Sewing machine.

* *

In one corner of the room there is a collection of *materials for organized games* (p. 44).

Balls, bats, ball-frames, and marks for different kinds of games with balls.

Nine-pins and balls.

Snow-shoes.

Photographs of children playing.

Books, containing indications of the right way of playing the games.

In the frieze a painting of boys wrestling.

On the outer wall of the exhibition is exhibited:

A bust of *H. M. King Oscar II.*

On the sides: different water-colour paintings: a view of Stockholm, a School in Lapland, two of Stockholm's newer Common Schools, two school houses in the country, the one from Gotland, the other from a saw-mill in Norrland.

There are also photographs of exteriors and interiors of Common Schools in town, and in the country, also of the School work: Class room, Sloyd rooms and rooms for Drawing, School kitchens, and School baths (p. 52), School journeys, (p. 47), Vacation colonies (p. 47), Workshops for children etc.

Graphotype illustrations of the development of the Common School system, from 1881—1901.

* *

In the Corridor are exhibited

The Annual Report published by the Central Committee of *The Swedish General Association of Common School Teachers*, 1901—1903 (p. 57);

Pedagogic Works edited by The Swedish General Association of Common School Teachers Literature Society.

Swedish Teachers' Journal, 1903.

II. PEOPLE'S HIGH SCHOOLS.

A short Report on People's High Schools has been published on this occasion and is distributed to interested visitors.

a—b.

On the wall: A case containing Tapestry Work. — Maps and Drawings of buildings.

On the table: Album containing Maps and Drawings. — Album containing 60 photographs from People's High Schools. — Album containing views from People's High School at Täng. — Reports etc.

b—c.

On the wall: A case containing Needle and Tapestry Work.

On the table: A stand of books. — A case containing Municipal Documents. — A case containing Prospectuses of Swedish People's High Schools. — A Diagram showing the increase in numbers of pupils.

III. THE ROYAL GYMNASTIC CENTRAL INSTITUTE

exhibits a show-stand with Photographs, demonstrating the activity of the Institute.

IV. P. A. NORSTEDT AND SONS C:o LIM.

STOCKHOLM,

the largest publishing business for School books, and Instruction material in Sweden. In the Corridor, on both sides of the east principal entrance are exhibited on open show-stands, a collection of School books, and Readers, generally used in the different Schools in Sweden; and on the wall above, some samples of School-Maps, and Engravings.

To the left in a book-case, a collection of Literature for higher education, Scientific works etc.

In the Swedish School Exhibits, there are other samples of the productions of the Farm.

V. THE SLOYD TRAINING COLLEGE NÄÄS.

On entering through the chief entrance on the west side the visitor will find to the right the exhibit of the *Nääs Sloyd Training College*, belonging to the *August Abrahamson Foundation*. The Nääs College is the starting point of the famous Swedish Sloyd (Manual work) system. The exhibit consists of a series of 40 sloyd models suspended against the wall with corresponding drawings on a table. On the wall a collection of photographs from Nääs is also seen. A pamphlet on Nääs and the activity there, of which copies are distributed to interested visitors, belongs to the exhibit.

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On the opposite wall there are some photographs from the university houses of the old Swedish *universities* in *Uppsala* and *Lund*.

VI. PUBLIC SECONDARY SCHOOLS FOR BOYS.

VII. SECONDARY SCHOOLS FOR GIRLS. — COEDUCATIONAL SCHOOLS.

VIII. THE PEDAGOGIC LIBRARY AT STOCKHOLM.

Opposite the chief entrance of this room (wall A) there is a wing-frame case with Photographs. It contains

on the left side: Photographs from Public Secondary Schools for Boys and from the Private Boarding School at Lundsberg;

in the middle: Photographs a) from the Pedagogic Library at Stockholm, b) representing School-Journeys and Games;

on the right side: Photographs from Secondary Schools for Girls and Coeducational Schools.

Above the case: 3 Exteriors of Boys' Schools and 3 Exteriors of Girls' Schools.

* * *

The *left* side of the room is occupied by the Exhibits from Boys' Schools.

A.

On the wall: Elevation and Groundplan of a School-Building (see below). — Statistical Diagrams: Tables 1—3, showing the relative number of pupils in the different lines of the Public Secondary Schools for Boys; Table 4, showing the percentage of students who matriculate at the University, having passed the University Entrance Examination in the Secondary Schools. — Specimens of plants from the Herbariums (see below).

On the table: 2 book-stands: one containing School Reports and other Educational Publications; the other containing specimens of Final Examination Tests.

Beneath the table: Herbariums.

In front of the table: A case containing detailed plans of the school-building, represented on the wall (see above).

D.

On the wall: Drawings by Pupils.

On the table: Collections of Drawings.

* *

The *right* side of the room is occupied by the Exhibits from Girls' Schools and Coeducational Schools.

A.

On the wall: Plan of a School-Building and of a Smithy. — A Prospectus of Lectures on Social Topics. — A Map of Sweden, showing the distribution of Girls' Schools and Coeducational Schools of different kinds.

On the table: A book-stand, containing School Reports, other Educational Publications, and samples of various Exercises, done by Pupils.

Beneath the table: Herbariums.

In front of the table: A case, containing detailed plans of the school-building represented on the wall (see above).

B.

On the wall: A case, containing specimens of Manual Work.

On one side of the case: Wood Sloyd etc.

On the other side: Chemical Compounds prepared by Pupils.

C.

On the wall: Drawings by Pupils.

On the table: Album containing Photographs. — Collection of Drawings.

Beneath the table: Collections of Drawings.

IX. THE TECHNICAL SCHOOL OF STOCKHOLM.

Comprises five head Departments

- a) The Technical Evening and Sunday School,
- b) The Technical School for Women Pupils,
- c) The Higher Industrial Art School,
- d) The Professional-Building School,
- e) The Professional School of Mechanics.

A short account of the School, its History, Plan of Instruction and Program, can be had.

From *Division a)* are exhibited a complete series of Drawings, including Freehand Drawings, Figure Drawings, Construction and Perspective Drawings, Decorative, and Industrial, Art-Professional Designs, Ornamental Writing, as also Building and Machine Diagrams.

The Drawings are in portfolios.

From *Division b)* are exhibited similar series partly kept in portfolios. A series of Ornamental Writing are on wall M and a series of Pattern Designs on wall N.

From *Division c)* On walls S, T, and R, are exhibited a complete series of Pattern Designs in sketches, studies and compositions embracing different Industrial Art Sections. On wall R, there are also studies and paintings of flowers from life and partly sketched for decorative purposes. On wall K, a series of Freehand and Figure Drawings. On wall I, a collection of Water colour and Pastel Drawings from life, as also Gilt Leather Work, Embossed Leather, Wood Carving, objects Chased and Etched, Paintings on Porcelain, as also a Panel with Professional Painting in imitation wood and marble. Before this wall there are a Sofa-bench, two Chairs, and two Tabourets with embossed leather, the work of pupils from their own compositions and designs. On wall O, there are Decoration—Paintings, as also four Pictures with gold embroidery and embroidery in coloured silks.

There are also three show-stands with Art-needlework, Embossed Leather, and Wood-carving.

From *Division d)* On wall L, are exhibited drawings of the simple construction of Buildings, the measurements and solutions of given programs, etc., etc. Some of the Drawings belonging to this Division are kept in portfolios.

From *Division e)* On walls H and G, are exhibited Geometrical Diagrams, Designs of simple parts of machines, professional Machine-drawing, with calculations, Ship-construction, Designs of plans for Work-Shops, and of the Construction of Buildings, in stone, iron, and wood; even some of these Drawings are kept in portfolios.

Of Decorative modelling are exhibited for example, Eagles, and Owls, as also a Wall Fountain, cast in bronze, at the United Art-Foundry of Stockholm.

X. THE TECHNICAL ELEMENTARY SCHOOL IN BORÅS.

On Wall F, are exhibited a collection of Tools and Models, made by pupils at the Mechanical Workshop of the School.

NOTES ON SOME POINTS OF EDUCATIONAL ACTIVITY IN SWEDEN.

DOMESTIC ECONOMY.

The great need of a more practical form of education for girls has long been felt and spoken of also in Sweden. Already in the »Riksdag» of 1867 a bill was brought in by Dr. Meijerberg, an eminent pedagogue, requesting that something should be done in this respect at the Government Training Colleges for teachers. The committee formed to consider this question proposed the addition of needlework to the teachers' course, but considered cookery impossible as a school subject. Later on, in the eighties, experiments were made by private persons as to the possibility of teaching cookery and other household work at school, and as those experiments proved successful, by and by Domestic Economy has been established as an important subject in a large number of our schools.

The aim of the instruction in domestic economy is indicated by the following words of one of its advocates. He declares »the teaching of domestic economy to be absolutely necessary for the economic, social and moral well-being of the nation». Another reason given for such teaching is that it »will act as a greatly needed counterbalance against the one-sided intellectual education, which endangers the healthy and harmonious development — physical and mental — of our girls, and that it will be a help to the study of natural science, both subjects gaining by being studied in connection with each other».

The first attempt to make cookery and housework a school subject was made at a Secondary Girls' School (Miss

Rudebeck's) at Gothenburg. Since commencing this in 1887 she has arranged two or three courses a year, each lasting six weeks, for the girls belonging to the highest class.

As to the Common Schools, »folkskolan», Stockholm takes the lead, the first cookery class having been started there in 1889, in Nicolai School. Owing to the interest and liberal support of Mrs Hierta-Retzius a Stockholm teacher was sent to England to study the teaching of domestic economy in the London Board Schools, and on her return to Stockholm another cookery class was begun, in Maria School, and in connection with this class the first *training course for teachers*, 1890. Mrs Sofie Nilsson, herself for many years a teacher in the Stockholm Common schools, has also been an energetic advocate of this cause, and there are now in Stockholm 9 large kitchens attached to the Commons schools, each fitted up for 18—36 pupils. The girls work in the school kitchen once a week during 2—4 terms (each term of $1\frac{1}{2}$ year's length).

The next important development in this movement was when in 1892 the Stockholm Higher Training College for Lady teachers opened a special department with a year's course for those wishing to qualify as teachers of domestic economy. Here also Mrs Hierta-Retzius had taken the initiative and given pecuniary support to the start of the new department. In 1891 a teacher was sent, with a Government grant, to study the teaching of domestic economy in Germany, Belgium, England and Scotland, and in the following year, as before mentioned, the work was begun in the new training school for teachers of domestic economy. For this purpose Government gives a special yearly grant of \$ 1,350. The theoretical course includes science of education and teaching, physiology, anatomy, hygiene, science of food, household chemistry, physics and book-keeping — altogether 8 hours a week; the practical work, about 27 hours a week, embraces marketing, cookery, baking and scullery work. The

training also includes practice in teaching younger pupils. 65 teachers have successfully passed an examination in this course since the beginning.

A Secondary Girls' school in Stockholm, »Atheneum», has also organized a department for domestic economy, working on the same lines as the above, and the same number of pupils have been trained there.

The Upsala Training School of Domestic Economy, begun in 1894 at the incentive of Mrs Jane Norrby, has gradually developed into several departments, the chief being a higher and a lower course for teachers, lasting respectively one or one year and a half. These courses also include gardening. 103 teachers have successfully passed an examination here. The school has 6 kitchens, where 72—100 pupils may be taught, they work in groups of 4 or 6 at each stove. The school receives a Government grant of \$ 870.

The first cookery class in the Gothenburg Common schools was opened in 1891 at the incentive of Miss Eva Rodhe, a member of the School Board. At the expense of Consul Oscar Ekman, the wealthy philanthropist, a teacher had been sent the year before to study domestic economy in the Scotch schools, and on her return the work was begun in Gothenburg. Two of the schools have now kitchens attached to them, each for 24 pupils. A training course for teachers was started here in 1893, where 6—10 pupils are received every year; 56 teachers have been trained here. This training school as well as the one in connection with the »Atheneum» in Stockholm receive a Government grant of resp. \$ 550 and 350.

It is chiefly in the Common schools, »folkskolan», that domestic economy has been introduced, the School Board as a rule giving liberal support to this subject. A good many industrial companies have also showed great interest in this branch of education for girls. No Government grant has as yet been awarded for the teaching of domestic economy in

Common schools, but it is to be hoped that the modest request for a sum of about \$ 13,000 a year, made in the »Riksdag» of 1902, will soon be granted, especially as the bill has warm supporters in both Chambers, and as the boys' »slöjd» receives a yearly grant of about \$ 66,000. A further reason for a similar grant being awarded as a means toward the practical education of girls belonging to the *unmoneied* class is that every Secondary Girls' school that arranges a practical and theoretical course of domestic economy gets a grant of \$ 140.

Most of the Girls' schools (in all about 20) that have availed themselves of this grant have arranged instruction in domestic economy in the highest class. A few have distributed this teaching over the three last years of the school course, on one forenoon in the week, the pupils being about 12—16 years old. Two or three schools have preferred as yet to place the new subject in a special course, of one year's length, *after* the ordinary school classes.

The domestic economy classes mentioned above have as yet benefited only the town population; for the country girls very little had been done until the year 1901, when, by Miss L. Lagerstedt, ambulatory classes were started, following the example of Norway and Finland, where such a scheme had been worked to great advantage for several years. Consul Oskar Ekman gave the money needed to start the first ambulatory classes, and now 10 out of the 22 counties of Sweden have each got one or two teachers giving 4—6 courses a year. The teacher brings a stove and the necessary kitchen utensils; the course lasts six weeks and is intended for 16 girls of 13—16 years. The greater part of the expenses is borne by the »Hushållningssällskap», a society existing in each county for the improvement of agriculture, fishing, dairy etc. The girls pay 1 1/2 dollar, the cost of their dinner.

One aim of the ambulatory classes is to encourage the

growing of fruit and vegetables and to teach their value as an adjunct to ordinary diet, also to make use of the wild berries that grow so abundantly in most parts of the country. Simple rules of hygiene, the dietary of infants and the truth about alcohol constitute further branches of this course of training.

GIRLS' SLOYD.

Common Schools. Instruction in girls' sloyd is not obligatory in the schools of our country. A subvention from the State was first obtained for girls' sloyd in 1897, though boys' sloyd had enjoyed that advantage already some twenty years earlier.

Girls' sloyd has notwithstanding been kept going, and during the two last decenniums, it has even succeeded in acquiring a place in the curriculum of many schools, where this subject was previously wanting.

The cause of this is, that we begin more and more to see the significance of manual work as a means of education. In connection with this the necessity has arisen of having a *system* for the subject in question. Such a system existed already in Germany; viz: the so-called Schallenfeldt method. In the beginning of the eighties this method was naturally introduced here, but was soon found to be less suitable to our circumstances. The question now was to work out of this, so to speak, a Swedish method of our own. An attempt in this direction is »*the Stockholm method*» (Common School method), planned by Miss Hulda Lundin, which, in a comparatively short time, has gained an extensive practise both in our Training Colleges, and in the Secondary schools for girls.

The aim of the instruction in Girls' Sloyd, according to the above-named method, ought to be *to exercise hand*

and eye; to quicken the power of thought; to strengthen love of order; to develop selfactivity; to inspire respect for carefully and intelligently executed work; and at the same time to prepare girls for the execution of their domestic duties.

The solution of this problem is in no wise easy, but the experience of years has taught us that it can be attained by applying the following principles:

I. The instruction should be given as much as possible by practical demonstration of the subject. In sewing it is accomplished by means of a sewing frame, and in knitting, by means of large wooden needles, and balls of thick, coloured yarn — at the same time, black board drawings are constantly being done.

II. The exercises are planned and carried out in the most strictly progressive order and so as to enable the pupils to execute well the work required of them.

III. When the pupils enter on a new phase of the work the instruction should be given to the whole class collectively, otherwise the time which the teacher could devote to each pupil separately would be insufficient for thorough instruction.

According to this method, the instruction should comprise knitting, plain needle work (under-clothing and other garments), darning, mending, marking, tracing pattern designs, cutting out under-clothing and other garments.

What has now been said will show, that the teacher in manual work and sloyd is not only to instruct, but to educate her pupils, and besides technical ability, she should also possess pedagogic skill.

There is no longer any lack of efficient teachers. Instruction in sloyd as above mentioned, has already been introduced in our Training Colleges for female teachers. Besides this, of late years, a number of courses have been held, for training teachers in methodical instruction in Sloyd. During 1882—1903, more than 1,000 teachers have been trained in Girls' Sloyd at Hulda Lundin's »Course of Sloyd».

Secondary Schools for Girls. The instruction in needlework in Secondary schools for girls aims at giving the pupils technical skill in plain needlework, knitting, hemstitch, embroidery, patching, darning, marking etc. The different kinds of stitches are introduced in series, increasing gradually in difficulty, and are applied to objects of plain-work such as aprons, chemises, petticoats, pillow-cases etc.

In some schools a course of plain dressmaking is also given. Besides, the pupils in most Secondary schools have the opportunity of learning art-embroidery as during the autumn term they are allowed to do different kinds of fancy-work, special consideration being given to the development of their sense of colour and of beauty. Swedish patterns and national needlework are chiefly chosen for this purpose

ART IN THE SCHOOL.

Even in Sweden there has of late been signs of a hearty endeavour to get the ennobling influence of Art to exert its power in Schools. They have learnt to understand the importance of letting the eye, from the very first, become familiar with the beautiful, and they have come to admit the justice of the claim that the beautiful should not alone adorn the homes of the rich, but that it should extend its refining and cheering influence on poor and on rich, on country and on town, and that it should least of all be wanting in places where work is done. As yet there are only a few to whom this is a conscious aim, but the feeling that something ought to be done, and a general sympathy with these endeavours is manifest both in the Common and Secondary schools, and the staff of teachers both of the girl schools and boy schools, show themselves kindly disposed to further these endeavours: more of the Beautiful in our schools.

They seek in various ways to open the eyes of the children to plastic art. Reproductions of good works of art are given in School books and Readers. In this respect Swedish, Historical, Geographical, and Mythological school books take no doubt a conspicuous place. In many schools lessons are given in Art History. Finally ever since 1897 a society called »Art in Schools» has actively worked with the aim indicated by its name.

The Society has its seat in Stockholm and numbers about 200 members, who pay about 10 kr. a year. With this annual receipt the Society seeks to spread an interest in, and a veneration for plastic art, on the one hand by buying, framing, and fitting up good reproductions, engravings, plaster casts etc. in the classrooms, and then by encouraging and defraying the expenses of a more appropriate and æsthetic decoration of the rooms and for the rest by ordering and erecting great monumental works of art by our best artists. It is yet too early to tell what influence the work of the Society has had on the youth of Sweden. It may notwithstanding be of some interest to mention the following facts.

In the largest (secondary) School in Sweden, the »Norra Latinläroverket» in Stockholm, the Society has had an eight meter wide fresco painted by Carl Larsson, representing a school excursion to Ladugårdsgärdet, (a wide common used for military purposes in the immediate vicinity of Stockholm) containing actual portraits of the Rector of the School, several of the teachers and pupils, consequently, a modern historical picture as also a true picture of Swedish School life. In the same School H. K. H. the artist Prince Eugen, who takes a lively interest in »Art in Schools» has, besides painting a very large decorative picture representing a Swedish Summerlandscape, also had Bruno Liljefors, our first animal painter, paint a picture of the same size, as his own, representing a flock of white swans flying

over a pinewood. In a refectory in the »Södra Latinläroverket» the artist Pauli, commissioned by the Society, has executed a large fresco, Midsummer at a Swedish country seat. Finally Larsson has at the joint expense of the Society and some persons interested in art, painted a large picture for the »Högre Läroverk» in Norrköping, »The first lesson», a charming, richly coloured picture from the children's world. These important gifts have partly been made possible by the fact that H. K. H. the Prince Eugen has twice given the receipt of his separate exhibition, and Anders Zorn has once done likewise, giving it to the Society. Photographs and plastercasts have in great numbers been distributed to about thirty different schools, and besides, two model schoolrooms have been fitted up by good architects at the expense of the Society to serve as models and reminders when new schools are to be built. Various schools — particularly girl schools have at their own expense procured reproductions with the same aim in view, as the Society. A large school has let the architect chosen by the Society repaint all the halls and rooms entirely with an æsthetic purpose in view.

With the same plan and purpose, a corresponding society has been formed in Gothenburg (as the above mentioned in Stockholm). Already 10 years ago the wellknown magnate Pontus Fürstenberg has, most generously, had a whole girl school decorated with a number of wall paintings by Carl Larsson. This artist has been commissioned to decorate another school for boys, with a wall painting of considerable dimensions representing school children with flowers and foliage on their way to the school, which is to be decorated for a festival.

In thus briefly reviewing what has been done of late to further a closer connexion between the Schools and Art we should mention that the work has been facilitated by the great interest the nation has shown in their schools, by the impartiality of the teachers that has made it possible strongly to

emphasize the æsthetic point of view. Finally by the sympathy of the public with the private initiates, which an intelligent staff of teachers has freely cooperated with, well understanding that a closer union between Art and the School will gradually result in the cultural development of the individual and of the nation.

SCHOOL GARDENS.

»At every Common School» -- according to the wording of the § 56 of the Common School Act — »there should, if possible, be a plot of ground, suitable for a School garden and the School Board should see that the garden be laid out in a practical way, with a view to the instruction of the pupils in gardening and tree culture».

Concerning the size of a School garden, and the practical distribution of the ground, the »Normal Plan of Instruction for the Common Schools» now in force (of the 7:th Dec. 1900) states, that, if possible, it should embrace an area of at least *1,000 square meters* and be divided into separate sections, one for kitchen-plants, then a nursery garden, and one for the cultivation of fruit-trees and fruit-bushes, and other trees, bushes, and plants which are of importance in teaching Botany. Whence follows that a perfectly disposed School garden, should consist of a Kitchen plant section, a Nursery section, and a Botanical Pomological section.

The Kitchen-plant section is to be divided in three equally large allotments, submitted to a *triennial rotation of crops*. In due succession one allotment is manured every year, preferably in autumn, after which it is to bear three different crops: the first year the leafed kitchen-plants, such as various kinds of cabbage, spinage and lettuce, the cultivation of which may as a rule be confided to the children in the 4:th Class of a Common School in the country;

the second year esculent root plants, principally carrots, parsnips, turnips, beets (common), onion, shallot, nurced by the 3:d Class children; the third year seed kitchen-plants, i. e. different varieties of peas and, beans confided to the children in the 2:d Class. The various kitchen-plants should be provided with painted labels giving the different names of the plants, and other labels placed at the head of every garden bed, should bear the names of one or several of the children who have not only to cultivate, but to harvest all that grows on the garden bed in question. The labels are to be made by the boys in the Sloyd School if there is one. Trees or bushes may under no condition be planted in the Kitchen-plant section.

The Nursery-garden should likewise be laid out according to a settled rotation plan of nine years at least: principally grafted fruit-trees of various kinds should be planted there, also sticklings and slips of fruit-bushes, all carefully labelled, and if the space permits of it park-trees and ornamental shrubs. Annually a small quantity of pips or seeds, should be planted for the cultivation of boles, which in their turn are to be improved some by grafting, others by inoculation, after which they are left in the Nursery garden to be pruned till they are ready. All work in the Nursery garden is performed by the children under the supervision and guidance of the teacher, and finally the children get both grafted fruit trees, and rooted slips of fruit-bushes to plant at their homes.

In the *Botanical-pomological section* fruit-trees and fruit-bushes are cultivated as many as the space, climate and soil will permit, but as a rule only one specimen of every kind or variety, as the object in view is to train and teach and not to result in any important produce. For the same purpose this section is also to contain a selection of other plants which are useful, either economically, technically or medically, or which from an æsthetic point of view are of

such importance that the Common School children ought to have some knowledge of them. Every plant should be carefully labelled, the labels stating the correct Swedish name of it.

In accordance with the Royal Statute (of the 1:st June 1900) concerning the stipend and other advantages accruing to the teachers, it is stated that a plot of ground *carefully separated* from the above mentioned School garden, at every Common School should be provided for the teacher to be cultivated by him for his own household requirements. The aforesaid Royal Statute merely states that this plot of ground should be *appropriate*, but experience has proved it should not be smaller than *2,000 square meters*.

For the site of the house and play-grounds etc. attached to a Common Country School with 4 Classes, 2,000 square meters are also calculated on, whereof follows that such a school generally requires an area of *5,000 square meters*.

According to statistics there are about 2,000 School gardens in Sweden; but in reality the number of School gardens organized in the way now described, and being separated from the pieces of land allotted to teachers does not amount to more than about 100, of which at present 40 are in the Stockholm district. A garden of this kind furthest north in Sweden, was laid out last spring at Haparanda. No fruit-trees are cultivated there, but fruit-bushes and park trees and ornamental shrubs besides that, Kitchen plants of several kinds for a triennial rotation of crops and finally both annual and perennial ornamental plants and medical plants etc. etc.

The interest with which the whole country is beginning to embrace the School garden question, justifies the hope that not only the above mentioned statistical account will shortly prove to be true, but that the number of School gardens will once be still greater. The inaccuracy of the statistics on the matter in question is besides easily explained

by the fact that the regulations determining the laying out of the School gardens in a special way, and about their separation from the teacher's plot of ground, have only recently been added, while the bit of cultivated land adjoining a Common School was previously for many years called a School garden. Already in the School regulations of 1842 it was prescribed that if feasible there should be by the Common School, a plot of ground placed at the teacher's disposal partly to be used for his own household requirements, partly to afford him an opportunity of teaching Arboriculture or Horticulture.

Literature:

Normalritningar till folkskoleträdgårdar jämte beskrifning (Normal plan of Common School Gardens with written description). Stockholm 1890.

This book is somewhat antiquated.

Laurell, F., Skolträdgårdar och skolträdgårdsmöjligheter i Norrland (Schoolgardens and Schoolgarden possibilities in Norrland). Tidskrift för folkundervisningen 1903.

Strandberg, J. A., Handbok i skolträdgårdsskötsel (A Manual of School Garden Culture). Stockholm 1902. Kr. 3: 25.

INSTRUCTION IN SOCIAL SCIENCE FOR YOUTH.

In Sweden as in other countries of high culture the interest in Sociology and the feeling of social responsibility have of late years deepened and spread.

People begin more and more to feel that redressing social abuses is a plain act of justice, and that charity in the form of alms is an infinitesimal fraction of our social duty. Work for the education of the people, improved care of the children of the poor, cooperative enterprises, protective legislation for workmen, inspection of factories, procuring of work etc. are the results of this new sense of duty among all members of the community.

Both young and old, however, who have become aware of their social duties, soon discover, that their knowledge of the community in which they live, is very superficial and unsatisfactory. According as the social questions are brought to the foreground among all civilized nations throughout the world, a knowledge of the organization of the community becomes more and more necessary. Because of this conviction instruction in Social Science has been introduced into Secondary Schools for girls in Stockholm.

The Principals of the Secondary Schools for girls and of the Coeducational Schools in the capital thus resolved, that in the school-year 1903—04 instruction in Social Science should be introduced into the highest class, where the average age of the pupils is 17 or 18 years.

Even the private schools that prepare for matriculation as well as most Training Colleges in Stockholm joined the movement. As it would certainly have been difficult, not to say impossible, to have found suitable teachers for each of the 16 different schools and colleges separately, desirous of introducing the new subject, it was determined that the instruction should be given in the form of lectures to the pupils of all the schools at the same time. It was further resolved that the instruction should be optional and noted on the timetable within the regulated school-time. The schools pay a sum of 15 öre per pupil for each lecture, and are responsible for the attendance of the pupils who have entered their names, one term at a time. A committee of five persons, principally from among the Principals of the schools, are at the head of the enterprise.

In the months of September and May no lectures are held. Between the different groups of subjects the lectures are discontinued for a week now and then. Then the appointed hour may be spent in the respective schools in discussing or explaining the subject that has just been concluded.

At the end of the school-year printed prospectuses

and lists of books, which may be of use in the future, are to be distributed. During the year 21 lectures have been held on the following subjects:

AUTUMN TERM.

- I. An Introductory lecture. (On the advantage of social studies) 1 lecture.
- II. The fundamental features of the Swedish local legislation 2 lectures.
- III. The fundamental features of the Swedish poor-law administration 1 lecture.
- IV. Relief of the poor in the city of Stockholm 1 lecture.
- V. Private charity in Stockholm 1 lecture.
- VI. The children of the poor 3 lectures.
 - 1) What is done for the children before school-age.
 - 2) The organization of the Common Schools in the capital, and what is done for the children during school-age.
 - 3) What is done for the sick, the physically and mentally deficient and the neglected children. Juvenile offenders.
 - 4) Young people's clubs in the U. S. 1 extra lecture.

SPRING TERM.

- I. Educational work for the people. 2 lectures.
 - 1) By means of books, libraries etc.
 - 2) By lectures and series of magic lantern views
- II. Industrialism 3 lectures.
- III. Housing question, with special reference to the cooperative house-building . . . 2 lectures.
 - 1) In Stockholm.
 - 2) In the country.

- IV. The legal position of the Swedish woman 1 *lecture.*
- V. The history of the Swedish woman movement 2 *lectures.*
- VI. Settlement projects and their practical realization 1 *lecture.*

It has been easy to get good male and female lecturers, among specialists and pedagogues. They have all with interest and enthusiasm given instruction to the young, who have most attentively listened to the lectures, and we have thus ground to hope that the seed sown will be productive of good results.

TEMPERANCE EDUCATION.

»The evil can and ought to be arrested by means of advice and instruction given in school, whose *first* task should be that of giving its pupils complete knowledge of the harmful effect of strong drink.»

These words of our great countryman John Ericson express the opinions held by all those people in Sweden who demand effective instruction in the principles of temperance. As early as in the »eighties» voices began to be raised for the giving of such instruction in the public High-schools, Training-colleges, and the Elementary schools. On October 22, 1887, General-Director Magnus Huss sent a pamphlet, entitled »Words of Warning against the use of spirits and the vice of drunkenness», to a Royal Commission, one of whose tasks was the publication of temperance-papers. These »Words of Warning» were issued by the Commission in 1888, and, according to the Royal Warrant of February 10, 1888, they were issued »in order to be set up in such places in the class-rooms of the public high-schools and elementary schools that they might be accessible to the scholars.» The fundamental idea of these »words of warning» finds expression in the following quotation from the pamphlet. — »Spirits, and

other intoxicating liquors are the worst enemies of the human race. — *Future misfortunes and ruin may be hidden at the bottom of the first glass.*»

In a petition, dated May 4th, 1891, the Swedish Riksdag prayed the King to issue instructions that, during the course of the instruction in natural science given in the public high-schools, training-colleges and elementary schools of the kingdom, such instruction should be given concerning the nature and effects of intoxicating substances as was suitable to the comprehension of the pupils. This instruction was »not to possess any strictly scientific character, but could, and ought to be confined to a communication, in a popular form, of the general results of scientific investigation in the matter, etc».

As a result of this petition a Royal Ordinance was issued, November 4th, 1892, which prescribed, amongst other things:

that, in the public high-schools, training-colleges and in the elementary schools of the kingdom instruction shall be given, during the lessons in natural science, on the nature and effects of intoxicating substances;

that during the instruction in Christian doctrine and in history, the question of the use of intoxicating substances should be treated of, vigorously and seriously both from an ethical and economical point of view.

This Royal Ordinance has, upon the whole, produced good results. It is true that in many cases it has remained a dead letter, but it has given the friends of temperance an occasion — by referring to the Ordinance — to demand of the people's teachers that they should have regard to the instruction mentioned, so that it might bear fruit. But the Ordinance cannot, however, lead to the desired result before the staff of teachers has been sufficiently trained for the giving of the instruction in question, and before suitable school-books and textbooks on the subject have been prepared. At the present time powerful voices are heard in all quarters,

unanimously demanding that steps should be taken in the direction we have just named. Amongst other associations the newly formed Swedish Teachers' Temperance Association has taken action in the matter. And the large Temperance Societies too, reckoning in Sweden some 300'000 active members, have for several years back strongly insisted on an effective instruction in the principles of temperance.

There was formed in 1900 the Central Association for Instruction in the Principles of Temperance whose aim is to work in order to obtain such instruction amongst youth. For that purpose, the Association shall procure, and supply at the lowest possible price, suitable illustrative materials and literature for such instruction, shall train able lecturers, instructors and teachers and shall facilitate the sending of these persons to schools and youths'-clubs in order to give instruction concerning the nature and effects of intoxicating liquors.

By means of the action of the Central Association the question of instruction in the principles of temperance has been powerfully supported and promoted in all quarters. Numerous exhibitions of illustrative materials, discussions at teachers' meetings, etc., have also helped in the same direction. The attention and interest of the public in the question has been awakened by the arrangement of popular scientific lectures and courses of instruction. In December 1903 the Government requested to be informed of the opinions of the various colleges of teachers as to what steps should be taken in the matter, and it is therefore almost a certainty that, in Sweden, in a short time, the instruction in the principles of temperance will be able to be made fully effective and fruitful. The prospects of this being the case are so much the greater, that, at the present time, the educated classes commence to take part in the movement, as a consequence of the work of Swedish Students' Total Abstinence Society (S. S. U. H.). This organization embraces masters at the public high-schools and elementary schools, clergymen, doctors, four societies

composed of Undergraduates, and numerous associations at almost all the various educational establishments of Sweden. The instruction-tournée arranged by this organization in 1899, 1900 and the following year greatly contributed to reanimate the interest in instruction in the principles of temperance.

PUPILS' LIBRARIES.

One of the chief objects of the school is not only to impart to its pupils facility in reading, but to inspire them with a mind for, and an interest in good literature, and to enable them on their own hand to profit by the contents. As an excellent aid towards gaining this end, in a great number of the Schools in our country: at the Secondary Schools, Girls Schools, and Common Schools; School Libraries have been started, from which books are lent to the pupils free of cost. The means for establishing these libraries have been obtained in different ways, partly by grants from the authorities of the various communities or School Boards, partly by donations, and voluntary gifts.

In the Statutes of the Common School the School Board is urged to further the opening of similar Libraries for the pupils of the Common Schools, and to see that suitable books are procured for them. The Inspectors of the Common Schools are enjoined to see that these regulations are followed.

To facilitate the choosing of books for these Libraries, several different lists of suitable books for the purpose have been published, as a guide: by the Fredrika Bremer Society, by the Swedish General Association of Common School Teachers, and by the Swedish Common School Friends, more especially for the Common Schools. The Swedish General Common School Association has likewise established a model Library of this kind, which when

requested to do so, is exhibited in different places, at the great School conferences of this country. The Library contains about 500 volumes; on religious, historical and geographical subjects; on natural science and on literature. A list of the different works of the Library has been distributed gratis to all the members of the association. The Central Board of the association has even obtained from the different publishers a discount, amounting to as much as 50 % on books purchased for the School Library.

From the account given respecting the size of the Common School Libraries, follows; that among 53 Libraries, the number of volumes in 7 libraries was 1—50, in 8 libraries, 51—100, in 15 libraries 101—200, in 11 libraries 201—500, in 8 libraries 501—1000, and in 4 libraries more than 1000.

As regards the number of books circulated, there are reports for 1898 from 44 Libraries. In 4 Libraries the number of books borrowed was 20—100, in 16 Libraries, 101—500, in 11, 501—1000 and in 13 more than 1000.

At the end of 1902, at the Stockholm Common Schools, there was a total of 7,014 volumes in the School Libraries. The number of those who had borrowed books in 1902 amounted to 3,791 and the books borrowed to 35,125. To these libraries, the City of Stockholm has accorded a grant of 10.000 Kronor, for keeping up the libraries, for the purchase of books, and for the payment of the librarians.

At about 50 of the *Higher Girls' Schools and Coeducational Schools*, there are School Libraries, all erected since 1870. The greatest libraries have about 1,000 volumes. The means for their support, and for their enlargement, is obtained in most cases, by grants from the School Board, by the sale of writing-books, or by entrance fees. In some places the youth of the parish take part in the management thereof. Historical and Geographical works, Literature, and books for the young, are mostly in circulation. The favourite Authors are Heidenstam, Selma Lagerlöf, Rydberg, Topelius,

Björnson, Nansen, and Walter Scott. The pupils of the higher and middle classes are most assiduous in borrowing books. In some places even pupils who have left the school, borrow books from the School Library.

In the Secondary Schools for boys libraries have since of old been erected. It is prescribed that every higher Secondary School should have one. The aim of these libraries has chiefly been to supply the teachers with literature for their studies. In later times special pupils libraries have been erected in a great many Secondary Schools for boys.

The interest evinced for School Libraries is at present very great, and in consequence, they are progressing satisfactorily.

PEDAGOGIC OUT-DOOR GAMES.

The efforts to introduce pedagogic games in schools have been made, partly in consequence of their hygienic importance, partly owing to their educational significance. Outdoor-games and athletic exercises in general, form a powerful means of counteracting the pernicious effects of the sedentary work in schools, the injurious, one-sided intellectual strain, as well as the effects of an unhealthy mode of life. They form a necessary and natural complement to the Swedish school gymnastics, and are besides valuable as a means of developing the character.

Pedagogic games are not of long standing in Sweden. Between the years 1880 and 1890 the first attempts were made in Stockholm to introduce them in Swedish schools, though with but little success. One of the results of these efforts however, was the forming in Stockholm of the *Association for promoting free games for the young*, which kept it up, though the efforts of the association were in general

more particularly in the direction of promoting sport, rather than pedagogic games.

In 1894 the association of teachers in Gothenburg took the question into consideration, with the result that an organized system of games was set going at the Public Secondary Schools, already in the autumn of the same year. The city of Gothenburg granted, once for all, a sum of money, for the purpose of providing playgrounds. Since then, games have been carried on at these schools, and from Gothenburg, the interest for pedagogic out-door games has spread all over the country.

In 1898, an association was formed in Gothenburg, for out-door games for the young. Through this association games have even been introduced in the Secondary schools for girls, of the city, and have been practised there with increasing interest. Already in 1895, the Common schools of Gothenburg, had followed the example of the State Secondary Schools, and had introduced school games, making them a permanent feature of the school system, supported by the city, and by private donations. Certain hours were allotted to games, and a staff of paid teachers, from amongst those attached to the school, were appointed to organize the games.

From Gothenburg games were introduced in the Sloyd Training College Nääs, which has greatly furthered their spread throughout the country. Since 1895 male and female pupils, chiefly teachers from the Common Schools, have taken part in courses for the theory and practise of games, organized at Nääs.

In many places in Sweden associations have now been formed for promoting games, and games have been conducted both in the Public Secondary schools,* as well as

* According to regulations now in force in the Public Secondary schools, gymnastics may occasionally be exchanged for Athletic Sports, under the guidance and inspection of the teacher, and preferably in the open air.

in the Common schools. The interest in these games is increasing, and at Swedish School Meetings, the question of games has been a standing topic.

The work that has been done in Gothenburg and Stockholm, these past years, has been important for the further development of Pedagogic out-door games in Common Schools.

In the capital, the necessity of providing good playgrounds in different parts of the city, has been forcibly represented and acknowledged by the authorities. Organized games in the Common Schools are in full swing, partly during the terms, and partly during the summer vacations, and public exhibitions of games are arranged between whiles. The Board of the Common Schools for the City of Stockholm accord a yearly grant, for the furtherance of school games.

Of still greater significance for the success of this matter is the precedent established by the Town Council of Gothenburg in 1901, in vesting in the »Society for open-air Games for the Young» of this city the right of having the guidance and supervision of the games and sports in the public play grounds for sport of the City, with an annual grant of Kr. 8,000, = \$ 2,144. The Society has subsequently, under the name of »The Association for open-air Games», been thus enabled powerfully and successfully to promote the spread of games, particularly amongst pupils of the Common Schools and amongst workmen. Since 1902 the girls of the Common Schools take part in these games. Pavilions have been erected in the Public play-grounds for the protection of the game materials, male and female teachers, to conduct and guide the games, have been appointed with fixed Salaries, to the Common Schools as well as for grown-up outside members. In winter the Society arranges, free of cost, tobogganing as well as skating rinks, and supplies the children of the poor with skates. Regularly during the summer vacations, games

are organized, and excursions made into the country, in connection with the games, and meals are then supplied free of charge.

In the Common Schools, school games have already made good progress, and there is ground to hope that it will develop there into a permanent and established institution.

Doubtless, even the other schools throughout the country, will soon follow the lead of the Common Schools.

SCHOOL JOURNEYS.

Pupils at some of the Secondary Schools have for many years back made excursions under the guidance of teachers, chiefly for botanical purposes. The great importance of well organized school excursions thus became gradually recognised, not only because they afforded the pupils an opportunity of acquiring knowledge, but because they were a capital means of awakening a general interest in the phenomena of nature, as also in various kinds of human activity. A great many schools have of late years proposed longer or shorter excursions, many of which have been made possible by a yearly grant, since 1896, of the Swedish Tourist Association.

During 1896—1902 the Tourist Association has granted the following sums to

The Public Secondary Schools	}	49	excursions	4,100	kronor.
and Coeducational Schools					
Girls' Schools	38	»		2,375	»
Training Colleges	8	»		625	»
Common Schools	65	»		2,815	»
Total		160	»	9,915	»

The excursions have been essentially facilitated by the concession of the Government, permitting groups of at least 10 school children to travel on the State Railways at a fare of 1 1/2 öre pr kilometer. Private lines of rails have also accorded similar advantages.

Experience has proved that the pupils set greater store by excursions that take them comparatively to some distance from home, to something quite new in nature and life.

Our woods and mountains are therefore very attractive to city children. Excursions through them take however rather a long time 8—14 days. The longer distances are accomplished by steamer, or by train; the shorter, on foot. They take the opportunity to study on the spot, some of our richest branches of Industry, such as mining at the mines and iron works, or timber cutting at saw mills; and wood-pulp industries at the factories.

Several of our School journeys have extended as far as to our neighbouring countries Norway and Denmark.

To country children the great cities are most attractive. They form also the goal of many school excursions.

In Stockholm and Gothenburg, a committee has been appointed from among the staff of teachers, who procure lodgings and meals at a low rate for the school-excursionists, obtain admission for them to museums, and to other sights of the city, if not free of charge, at least at a lower figure.

Similar arrangements have been made to afford the school children an opportunity of visiting the Art and Industrial Exhibitions that have been now and again opened in our great cities, and which in many respects have been most instructive. The Exhibition in Stockholm in 1897 was visited by 1,400 children of the Common schools from the country. The Exhibition in Gefle in 1901, was visited by 1,646, and that in Helsingborg in 1903, by 3,207. Those who have joined the School Excursions have everywhere been received with the greatest kindness and hospitality. For the young excursionists such a journey will always appear as one of their most lasting and brightest memories.

VACATION COLONIES.

The origin of work on a larger scale for the organization of Vacation Colonies in Sweden, was effected in 1884 by Miss Agnes Lagerstedt, a teacher of a Common School in Stockholm. By means of contributions from persons interested in the matter, she started a colony of 18 children in the north (skärgård) archipelago of Stockholm.

In 1895, an *Association for Vacation Colonies* was formed in Stockholm for the purpose of arranging such colonies for children from the capital. Special Local Committees were appointed in every parish, with a Central Board at their head.

Since 1896, so-called Mountain-colonies have been formed, for children with weak chests. The mountain-colonies were started at the initiative of Mr Axel Blomqvist, a head-teacher, and his wife Mrs Julia Blomqvist. In 1902, 35 vacation colonies with 921 children were sent from the Common Schools of Stockholm, at a total cost of 35,494 kronor. The cost for each child was thus, on an average about Kr. 40. The time for the children's stay in the country, has been in general somewhat more than two months.

Of late years, about twenty other Swedish towns have started vacation-colonies, of which, Gothenburg to a great extent.

In most cases the vacation colonies have been stationed near woods and water, and when possible near the coast in the »skärgård». The mountain-colonies have been stationed in Jämtland. As a rule, a teacher, (man or woman) has had charge of the colony. Almost without exception, each colony has consisted of boys and girls. School work is not carried on at the colonies, but the children have, each in turn had to take part in every kind of domestic work. The purpose of the vacation colonies is to provide opportunities for weak, sickly, and indigent town-children to help

them to regain their health and strength, by a stay in the country. It seems essentially to have been a success, and the result of the vacation colonies must be considered, on the whole as good. In most cases the children have returned to town considerably better and stronger than on their departure. Besides this advantage, the vacation colonies seem to have a considerable educational influence, as the children on their return have shown obvious progress even with reference to a higher sense of duty, order and neatness.

Efforts to afford poor children in towns, an opportunity of a beneficial stay in the country have also been attempted in other ways. Many of these children have relations living in the country, who might be willing to allow them to spend their vacations in their homes. In order to accomplish this, the expences of the journey must be reduced to the lowest figure.

In 1901 the *Swedish General Common School Association* appointed a *School Excursion Committee*, who applied to the Government for a reduction in the fare for such excursions, which was granted. Thus, the pupils of the Common Schools who, by the intervention of the Committee, are sent from the cities into the country, are now permitted to travel on the State Railways at a cost of 1 1/2 öre pr kilometer, if the child is over 12 years, and at half the cost if under 12 years.

Most of the private railways have accorded the same advantage.

There is yearly an appeal in the newspapers to families in the country to receive, as guests in their homes during the summer, poor children from towns. In response to this, every year, more numerous invitations have been received. A great number of city children have obtained good summer homes. Many of them have been permitted to return to the same place year by year, and some of them have been allowed to remain for good in their new homes.

In 1902 and 1903, 2,556 »vacation-children» (ferie-barn) were sent from Stockholm into the country and 3,680 from Gothenburg.

SCHOOL PHYSICIANS.

In all the State Secondary Schools of Sweden, a school Doctor has long since held an appointment, with certain duties which have gradually been increased. According to the latest regulations, published in 1892, to every complete school, and to such as have five classes, a Doctor is to be appointed, principally with the following duties:

1) In case of illness to give free attendance to poor pupils.

2) At the beginning of every term, to examine the physical development, and state of health of all the pupils.

3) To give his opinion respecting the exemption of any pupil, from any part of the instruction, particularly gymnastics, and military drill.

4) In the event of contagious diseases breaking out amongst the pupils, or in their immediate neighbourhood, to give the Principal of the school necessary advice, and to take suitable measures, for the prevention of the spread of the contagion.

5) To give due attention to the daily gymnastic exercises, and the way in which they are conducted, and in case there is cause for any remark, to send in a written report thereof to the Principal.

6) Now and again to examine the different localities of the school, and when new buildings are erected, or old ones changed, to see that hygienic requirements are fulfilled.

The yearly stipend of the physician is at the rate of Kr. 1 = \$ 0.27 for every pupil, and besides that, Kr. 150 = \$ 40 at the higher State Schools; and at the Schools with five classes, Kr. 100 = \$ 27.

In the measure in which the Public Schools, with three classes, find the requisite means for this purpose, a School Doctor shall be appointed, who, by agreement with the Principal, shall be bound to fulfil, more or less of the above given duties.

It is only of late years that a Doctor has been appointed to the Common schools, and that almost only in the largest cities. Their duties are essentially less comprehensive than those of the School physicians appointed to the Secondary schools, and they are consequently not called School Doctors, but have been called superintending physicians (*Undersökningsläkare*).

Since 1895, two physicians have been appointed to the Gothenburg Common schools, their office being to examine all the children of the third year's class.

Doctors were appointed to the Stockholm Common schools in 1899. They number eleven at present, of which three are specialists, for diseases of the eyes, ears, nose and throat. The superintendence of the school children's state of health is effected by occasional examinations, when any teacher reports the necessity thereof, as well as by periodical examinations. These examinations are made, first immediately on the children's entering the school, then during the fourth school year, and finally during the sixth school year. In connection herewith the grant accorded for the Doctors' examinations in the above mentioned common schools which amounted to Kr. 8,000 = \$ 3,000 the past years, has now been raised to Kr. 12,000 = \$ 4500.

In some of the smaller towns, among which, Kristianstad and Sundsvall, examinations of Doctors are also made in the Common schools.

SCHOOL BATHS.

In several towns the pupils of both sexes in the State Schools have, through the care of the school authorities,

been given the opportunity of obtaining cold baths free of charge and, in some places, in the same connection instruction in the art of swimming.

The largest cities have made it feasible for the State School children also to obtain free baths during the cold season of the year. For this purpose they have partly provided special bathing accommodation in several of the State School buildings, and partly defrayed the cost of baths for the State School children in the public bathing establishments. In Stockholm all State School pupils are able to obtain warm baths free of cost. Every child gets one or two warm baths every month. On the whole their participation in this is voluntary, but has become very general, in the same measure as the children and their parents have had time to become convinced of the advantage derived from the bath, as well as of the groundlessness of fears for colds after bathing, and similar objections.

In the greatest number of the State Schools of Stockholm the »Finnish» bath (hot air and steam) is the form of bath employed; the bather, having been thoroughly washed in the sweating-room first, afterwards obtains a shower-bath and then a cooling off in the bathing tank. In a couple of the schools they use the system of bathing tubs or sitting baths (half-baths), with a subsequent shower bath. During 1902 the number of warm baths given to the state school children of Stockholm amounted to about 175,000. The average cost of each warm bath was 7.5 öre. In three of the newest State School buildings of Gothenburg establishments for warm baths have been arranged, and the city besides defrays the cost of free warm baths for a large number of State School children in the Renström bathing establishment. The State School children of Gothenburg had the advantage of getting rather more than 30,000 warm baths during the course of 1902.

The experience, obtained by the use of school baths, is

that they have a remarkably excellent effect hygienically, and that in other respects also they have produced very noteworthy advantages.

ENNOBLING JUVENILE PLEASURES.

It has long been the custom in different Schools, for private teachers to call together their former pupils to a reunion.

The object has been to keep up the connection with the young people who have left School, and to give them an opportunity of enjoying healthful recreation in good company.

That this is important is specially apparent in great Cities with their many allurements. Knowing this, many persons interested in the matter, in Stockholm as well as in other places, have joined Associations, with the aim in view of exercising an ennobling influence on youth, and of keeping them together.

For this purpose festive-gatherings are arranged, with music, and singing, lectures, shows, recitals etc. Besides this visits to museums are arranged, excursions, games, and sport. The reunions are generally in the School localities. The young people themselves contribute thereto, as well as older members of the association, or outsiders. The interest in these reunions have been so great, that several hundred persons have sometimes taken part in them, which proves that they have answered to a real want.

PROTECTIVE LEGISLATION FOR THE PREVENTION OF PHYSICAL AND MORAL NEGLECT.

After a preliminary work of several years the Diet of Sweden passed a series of laws, in 1902, with the object of

protecting youth against physical and moral neglect. The most important are: 1) The law concerning the care of foster-children; 2) The law providing for the education of degenerate and morally neglected children, and 3) Laws concerning the compulsory education of minor criminals.

The law relative to the care of foster-children was originated by proposals from medical and poor-law authorities. This law refers to such children under seven years, who are placed in charge of other caretakers than their very nearest blood relations, for pecuniary remuneration. The enforcement of this law is entrusted to those communal authorities who deal with matters concerning public health. A commune (or parish) has, however, the option of appointing for the purpose a separate »Board (»nämnd») for Foster-children». The said authorities, or board, have the duty of seeing that firstly the care of foster-children is not undertaken by unfit persons or at unsuitable places, and also so carry out a supervision of the treatment of such children, so that their health and life be not injured. Every person, who for payment desires to receive infants to foster, must previously give the said authorities notice to that effect, and should the Board find that such person neglects the foster children, they have to remove them from that person, and are empowered to prohibit his receiving any others.

The law on the education of depraved and morally neglected children was enacted at the initiative of the Common school teachers. It applies to children below the age of fifteen years, who are perverse or who, through moral neglect, incur the risk of becoming so. The administration of this law is placed in the hands of those authorities, who direct the affairs of the Common schools. However a commune, or parish, may, if it pleases, for this purpose appoint a special »Board for the care of children» (»barn-avårdsnämnd»). If these authorities find a child vicious or in a state of moral neglect, they are entitled to give

warning to the said depraved child or to its negligent parents, as well as to appoint a suitable person for the supervision of the child and its home. Should similar lenient measures prove unavailing, the appointed supervisor shall remove the child from its home and place it either with another family or in an establishment. If he selects an establishment, this is in the first instance to be a »Childrens' Home» (where well-behaved children are also received), but in more grave cases the child is to be placed in a (Reformatory Home» (skyddshem), (established exclusively for vicious children). After delivering the child to a family or institution the appointed supervisor shall still watch the moral progress of the child during its whole period of minority. The expenses for the custody of the child are, according to certain grounds, to be shared between the parents and the school-commune, the communal public charities, the provincial assizedistrict (»landstingsområde»), and the State.

The laws concerning the compulsory education of criminal minors have originated both at the demands of men connected with the Common schools and criminalists. By these laws the age of 15—18 years is established as a transitory period between complete criminal minority and complete criminal majority. Delinquent children under 15 years are not liable to judicial punishment, but only to educatory measures. But on the other hand, when young persons between the ages of fifteen and eighteen years have been guilty of breaches of the law, and therefore are arraigned before a court of justice, it is stipulated that the court is to take their state of mind, their associates and surroundings, as well as their degree of mental development into consideration, and on these grounds it can either sentence them to punishment or else order them to be placed in a »public educational establishment» (reformatory), supported by the State.

TEACHERS' CONFERENCES AND TEACHERS' ASSOCIATIONS.

An expression of the lively interest in pedagogy which manifested itself in Sweden about the middle of the last century was the forming of so-called *Swedish General Teachers Conferences*. The first, counting about 295 members was held in Stockholm in 1849, and was followed by a second in 1852, and a third in 1854.

According to the intention of the first originators, these meetings, as the name implies, should assemble teachers from all kinds of Schools. Since 1860 there have meanwhile been special meetings for teachers of the State Secondary Schools and the private Schools of about the same standard. They have hitherto been held every third or fourth year: 1863 in Gothenburg (215 members), 1866 in Stockholm (247), 1869 in Uppsala (213), 1872 in Lund (190), 1875 in Jönköping (201), 1878 in Gäfle (176), 1881 in Örebro (172), 1884 in Stockholm (455), 1887 in Gothenburg (270), 1890 in Hälsingborg (155), 1893 in Linköping (181), 1896 in Karlstad (151), 1900 in Stockholm (257), and 1903 in Malmö (177).

Parallel with these special meetings of the teachers of the Secondary Schools similar meetings have also been held by the teachers of the Common Schools, entitled: *The Swedish General Common School Teachers Meetings*. These meetings to which greater numbers had assembled, called their meetings, to begin with, at irregular intervals, but subsequently a meeting was held every fifth year: 1860 in Arboga (49 members), 1861 in Stockholm (154), 1862 in Gothenburg (310), 1863 in Jönköping (185), 1865 in Gäfle (72), 1868 in Örebro (847), 1871 in Lund (556), 1878 in Linköping (690), 1883 in Uppsala (1239), 1888 in Stockholm (1735), 1893 in Gothenburg (1542), 1898 in Norrköping (1401), and 1903 in Stockholm (1909).

Since the higher Girls' Schools have gained a wider extension and have progressed; for their teachers, men and

women, so-called *Swedish General Girls School Meetings*, have also been arranged.

On account of the participation from Norway, Denmark and Finland, the sixth *Swedish General Common School Teachers Meeting*, held in Örebro 1868, assumed a more general northern character, on which occasion it was resolved that *Northern School Meetings* should be arranged. Such meetings have been held alternatively in the three Scandinavian kingdoms: in 1870 in Gothenburg (842), 1874 in Christiania, 1877 in Copenhagen, 1880 in Stockholm (5227), 1885 in Christiania (3500), 1890 in Copenhagen (5400), 1895 in Stockholm (6554), and 1900 in Christiania (5563).

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During the last age it has been strongly felt, that more powerful cooperative work was necessary, than could be obtained by particular meetings. In order to meet this requirement, *General Teachers Associations* have been organized for each one of the three principal kinds of schools.

The oldest and greatest is *The Swedish General Common School Teachers Association*. It was formed in 1880 and it comprised then 77 district associations consisting of 1556 members, since then there has been a gradual increase, so that at the end of 1902 the district associations amounted to 251, with 8350 members. The *Swedish General Common School Teachers' Annual Report* is their organ, and to a certain extent even *The Swedish Teachers' Journal*, which has the same end in view, as the Association. The Central Board, amongst other things, arranges the Swedish general Common School teachers meetings.

The Swedish Teachers' Society, intended for the Public Secondary School teachers, was founded in 1884. In 1903 it consisted of 485 members, divided in local departments.

The Association of Teachers (men & women) at the Swedish High Girls Schools, and Coeducational Schools was

formed in 1901 and at the end of 1902 consisted of 860 members, divided in 45 departments.

In several of the greater cities, such as Stockholm, Lund, Örebro, Linköping and so forth, so-called *Pedagogic Societies* have been formed, consisting of Teachers, men and women, from all kinds of Schools, including persons representing the interests of the parents, to treat of and to discuss questions of a general pedagogic nature.

THE FOUNDATION OF AUGUST ABRAHAMSON.

On the 6th may 1898 the founder of the *Nääs Sloyd Teachers Seminary*, merchant mr August Abrahamson, died, having filled some 80 years. The lively interest he took in education, and teaching specially in sloyd, which he had previously manifested in such a high degree has been still more shown, by the Foundation which he has established in his last Will and Testament. In this Will, he ordained namely that the Seminary of Nääs, which he had founded, by the name of *August Abrahamsons Foundation* should be upheld for all time. Its object shall be to continue the training of teachers, men and women, who have already devoted themselves to teaching, and thus further the work for education in general and more especially for the employment therewith of pedagogic sloyd. Should owing to changed circumstances, there be no need of the Seminary in future for the training of teachers, men and women, in sloyd, the establishment shall then be reorganized to be another High School establishment for the continued development of teachers, male and female, who have already devoted themselves to teaching. In addition to the Foundation which is donated to the Swedish State, the property Nääs with its tenant-farms, and with all the goods and chattels, belonging to them, as well as a capital of 380,000 Kronor. The assets of the Foundation may be estimated to be about

700,000 Kronor. The main building, the fine Seat at Nääs, inhabited by the late Mr Abrahamson during his life-time with its valuable and artistic appointments, furniture, paintings etc. shall, so far as possible be kept essentially in its present state.

The great saloon in the upper story, and the whole of the lower story shall be used, when required, for lectures as also for conferences and festivities in connection with the Seminary and its work. The other apartments shall be at the disposal of eminent pedagogues, teachers, men and women, Swedes and foreigners who take an interest in the Seminary, and who may visit it for a short time.

According to the disposition of the Will, the nephew of the testator, Direktör Otto Salomon, whose work for pedagogic sloyd, as we know, has won for him world-wide fame, and who from the time of the founding of the Seminary has been at the head of the establishment, is entitled during his lifetime personally or by proxy to be at the head of the establishment and personally to have the sole and entire management thereof, with unlimited power and authority to determine and settle everything in connection with the instruction given at the Seminary.

Among other dispositions made in the Will, we may mention that foreigners should be allowed to have the advantage of studying at the Seminary, and that the fine park should be open to all who give, or receive instruction. On a hill in this park, the founder of this grand establishment, has his last resting place.

By a deed of the 28th april 1899, the Swedish Government has on behalf of the State, declared its willingness to accept the bequest, on the conditions specified by the late owner. Thus, the last measures have been taken to establish a foundation, hitherto unique of its kind in the sphere of pedagogy. Up to the end of 1903, 100 courses have been held at Nääs for training teachers, men and women, in sloyd,

with a total of 3909, who have taken part in the special courses from 35 different countries.

Besides these courses are even arranged:

Courses for training teachers to organise games (since 1895).

Courses for utilising fruit (since 1902).

Courses in gardening (since 1903).

Courses for school cookery (since 1903).

Courses for women's handiwork (since 1903).

VACATION COURSES.

In consideration of what has been done for some years past in the way of extending University teaching both in England, Germany and America, it had also been found desirable in Sweden that the Universities should take a more direct and personal part in the popular education work than what they have hitherto provided by a scientific technical teaching. At the same time a great number of University professors expressed a wish to offer in a direct way the results of their scientific researches to as many as possible. With both these desirable aims in view they organized in 1903, at the University of Uppsala, Summer Courses intended for the public in general. A great number joined them. Since then such lectures have been arranged annually at both the older Universities, alternately at Lund and Uppsala. During the summer months 1902 Academic Summer Lectures were also organized at the lately founded universities in Stockholm and in Gothenburg. The number of the audience at all of these places alternately from 1893—1903 has been as follows: 329, 200, 467, 204, 331, 218, 400, 234, 467, 1,436, 806. The plurality of those who have attended these lectures have been teachers at the Common Schools.

The Summer Courses have yearly been carried on during two weeks in August. They have received grants both from the State and from the communities.

Some of the series of Lectures at the Academic Summer courses have been arranged with a view to be continued by Courses by correspondence.

These courses by correspondence have according to the general opinion proved to be a particularly suitable means of study in such a sparsely populated country as Sweden.

At several other places in Sweden similar courses of Lectures as those that have been held at the Universities have been organized. In the country these Lectures have principally been held at the People's High Schools, and corresponding courses have been arranged in some towns. As was the case at the University Extension Lectures the above mentioned lectures have been numerously attended particularly by teachers of the Common Schools.

During later years a new kind of Extension Lectures have been added to the above mentioned Summer courses with the object of giving instruction about Intoxicating liquors, and Temperance work.

THE PEDAGOGIC LIBRARY IN STOCKHOLM.

The Pedagogic Library is principally intended for male and female teachers attached to every kind of educational school — Common Schools, Secondary Schools for boys and girls, etc. — Its aim is also to provide opportunities for study, and to give information to all who are interested in education and teaching.

The Library contains:

1) Works concerning education and teaching, among which are periodicals, reports, legal and constitutional papers, registers, committee records, school reports, school statistics, books and pamphlets on the methodical treatment of separate subjects — on school apparatus, school buildings, the hygiene of schools, the history of education etc.;

2) School books;

3) Literature that can be of use and information to teachers in their preparatory studies for teaching, and in their studies generally.

With regard to Swedish literature in the division 1 and 2, the library purposes attaining as great completeness as possible. Concerning other literature of the above mentioned — Swedish or foreign — the library aims at being able to offer at least the best and most important of its kind.

The Pedagogic Library contains at present about 22,000 volumes. Two parts of the printed catalogue have hitherto been published. They comprise the most essential and the greatest number of the departments of the library.

The library was founded by the Stockholm Teachers Association, which continues to be in possession of it. It was opened to the public in the commencement of 1885.

The funds for the establishment and maintenance of the library have been obtained in various ways. A collection principally among teachers constituted the beginning, and amounted to Kr.: 786 (\$ 200). Subsequently the library has received an annual subsidy from the Board of the common schools of the city of Stockholm; viz: Kr. 500 = \$ 134, and by the subscriptions of a Society formed to support it, and called »*The Friends of the Pedagogic Library*» (about Kr. 200 yearly). The Government has several times given occasional grants of Kr.: 1,500 = \$ 402. From the year 1900, the library has received an annual grant of the »*Riksdag*». This grant amounts to Kr.: 4,000 = \$ 1,072 for 1904, and in all probability, the same amount at least, will hereafter be annually granted to the library.

When the library was first established, it obtained free quarters in one of the Secondary Schools in Stockholm. But as these rooms were required for the school itself, the library was removed in 1902 into its present locality 3 *Lutterns-*

gatan. Here five rooms are appropriated for the library, two larger and three smaller ones.

The library is open three hours daily, on all week days. During the summer months it is closed for a short time. It is intended to be both a lending library, and to be used as a reading room.

The first year, 1885, the number of visitors amounted to 485, and book loans to 313. During 1902, the number of visitors amounted to 2,021, and the loan of books to 2,222.

The library is at present under the management of a Committee consisting of Mr *E. Schwartz*, principal of a secondary school for girls, chairman, Mr *Fridtjuv Berg*, a common school teacher and a member of the Riksdag, Mr *N. G. W. Lagerstedt*, assistant professor of a public secondary school, director of the library, Mr *A. Lindhagen*, professor of a public secondary school, and miss *Matilda Widegren*, a teacher at the State secondary school for girls. Miss *Laura Löwenhielm* is the librarian.

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